DOCUMENT RESUME

ED 172 880 JC 790 423

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TITLE The Development of a Revised Written Agreement Between Affiliated Clinical Sites and Spartanburg Technical College.
PUB DATE 25 Mar 79
NOTE 36p.; Ed.D. Practicum, Nova University

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Clinical Experience; Community Colleges; Contracts; Cooperative Programs; Educational Responsibility; *Health Facilities; *Health Occupations Education; Hospitals; Institutional Role; *Interinstitutional Cooperation; Junior Colleges; Practicums; *Technical Institutes
IDENTIFIERS *Affiliation Agreements

ABSTRACT

In 1968, an affiliation agreement was developed between Spartanburg Technical College (STC) and the first clinical site that provided the medical and health laboratory facilities necessary for the on-site training of STC's allied health science students. By 1978, a number of administrative and policy changes that had taken place at Spartanburg and its clinical practicum sites necessitated the revision of the affiliation agreement. The revised agreement was based upon American Medical Association guidelines, recommendations by STC administrators and faculty, and major input from appropriate hospital officials. The agreement covers the educational and program administration responsibilities of STC, which include determination of curriculum and course content and maintenance of library and instructional materials, and the rights and responsibilities of the clinical sites. Several items were deleted from the original agreement due to the financial restraints which prevented the hospitals from continuing to provide certain services to the students. This paper contains copies of both agreements, a bibliography, and a literature review which discusses legal definitions and justifications for written agreements and considers the opinions of medical and educational associations with regard to respective responsibilities in clinical affiliations. (DR)

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THE DEVELOPMENT OF A REVISED WRITTEN AGREEMENT BETWEEN AFFILIATED CLINICAL SITES AND SPARTANBURG TECHNICAL COLLEGE

by
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A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

MARCH 25, 1979

JC 790 423

ABSTRACT

The purpose of this project was to develop a revised, up-dated written agreement between Spartanburg Technical College and its affiliated clinical sites. An original document was developed approximately ten years ago between the college and its first and largest clinical site. Since that time a number of administrative and policy changes had taken place both at the educational institution and at the affiliated hospitals. A revised up-dated agreement was needed which would reflect the changes that had occurred over the years.

A revised affiliation agreement was developed with recommendations and suggestions for revisions being submitted by the administration and faculty of the college along with major input being obtained from the appropriate hospital officials. At the conclusion of the project, the affiliated clinical sites and the educational institution had available a current document which reflected the willingness of all parties to cooperate to provide high calibre allied health manpower development programs.

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INTRODUCTION

The purpose of this practicum was to develop a revised written agreement between Spartanburg Technical College and its affiliated clinical sites.

An original document was developed in 1968, ten years ago, between the college and its first and largest clinical site. Since that time a number of changes had taken place in the Allied Health manpower development programs. Also, some administrative and policy changes had occurred at the hospitals. These changes had direct relevancy to the written agreement and the agreement needed to be revised accordingly. Several of the hospital administrators had indicated their interest in the development of a revised, updated agreement. The division dean had felt the need for the revision for some time and along with verbal encouragement from the college administration undertook the project. In addition to local support for the revision, the Allied Health Division Coordinator of the State Board for Technical and Comprehensive Education had encouraged revision of clinical agreements in the form of a memo to all Allied Health Division Chairmen in the Technical Education System in which he said:

> "Clinical agreements will become increasingly more important to educational institutions as legal questions are asked and as economic pressures on clinical facilities continue to increase." (Austell, 1977)

As far as allied health manpower development programs are concerned Hepner (1969) stated the situation appropriately back in 1969 when he indicated that hospitals in the past had assumed responsibility for both the didactic and clinical aspects of training; however, hospitals are moving away from the didactic responsibilities for two reasons:

(1) educational programs are costly and the expense had to be assumed by the private patient and (2) it is difficult to locate and attract qualified faculty.

Hospitals for a number of years, have allowed or requested that educational institutions take over the academic teaching while they, the hospitals, continue to provide the facilities for the clinical training.

The college is presently affiliated with eight hospitals in the region where the students in the Allied Health Division receive the clinical portion of their training. There is a signed agreement between each of the eight hospitals and the college.

As the project was undertaken, the hospital administrators were contacted and informed of the divisional dean's intention to develop a revised, updated agreement. They were requested to review the original agreement and provide any suggestions or recommendations that they wished to have added or deleted from the agreement. The Vice President for Academic Affairs was consulted for input from the college's administration vantage point. A meeting was held with the divisional faculty members in which the agreement was discussed and their input was requested as it related to specific program requirements.

After all recommendations were assimilated, a revised document was developed. It, in turn, was dated and signed by the appropriate hospital administrator and the college president. Copies of the signed agreement were sent to the respective hospital official. The original agreements were supplied to the college president to be maintained in his area office while one copy of each agreement was kept in the Allied Health Divisional files.

BACKGROUND AND SIGNIFICANCE

The term "agreement" was utilized in this project instead of the more formal term "contract." Technically any agreement, oral or written, is according to law a contract - recognized by the courts and enforceable by legal means.

The standard definition of a contract as indicated in Black's Law Dictionary is: a promissory agreement between two or more persons that creates, modifies, or destroys a legal relationship. To qualify as promissory, there must be mutual obligation, the intention to do or not to do a particular thing, based on the exchange of promises, obligation etc. which creates the necessary mutuality of obligation is called consideration. Thus consideration is the tie that binds the agreement. The term agreement in a contract definition means mutual assent. There must be a meeting of the minds (Moore, 1972).

For a contract to be legally enforceable it must modify or destroy a legal relationship and cannot conflict with the law and policy of the state. It cannot contain any terms which are unfair to any individual or any group (Moore, 1972).

Contracts or agreements can take many forms - formal or informal, detailed or brief, legalistic or simple. They may be written or oral and entered into with or without the assistance of attorneys. As indicated by Moore (1972) there are several types of agreements. They are (1) the Gentlemen's Agreement, (2) the Business Letter, (3) Memorandum of Agreement, and (4) the Contract.

According to Moore (1972) there are both legal and nonlegal reasons that indicate the need for a written contract. They are:

NONLEGAL REASONS

1. The written agreement strengthens the relationship by classifying situations; improving understanding, and solidifying arrangements.

2. The written agreement more clearly defines the duties of each party concerned and the conditions of the arrangement which serves as a guide.

3. The written agreement is helpful in clarifying the legally binding relationship in cases where the expenditure of money is concerned.

4. The written agreement provides a mechanism for administration, evaluation, review, modification and cancellation.

5. The written agreement clarifies the understanding that has been agreed to; facilitates handling of difficult situations and serves as a means of informing a broad group of individuals within the organizations of the terms of the affiliation arrangements.

LEGAL REASONS

1. The written agreement provides continuity of the terms as people and events change.

2. The written agreement simplifies settlement of problems and when necessary helps courts to come to just and equitable decisions.

3. The written agreement may be required under statutes of frauds.

The written agreement should contain the purpose of the affiliation from the point of view of both parties; the objectives of the affiliation with each retaining autonomy and inherent rights; exchange of basic joint responsibilities; responsibilities of the educational institution; responsibilities of the clinical site; rights, responsibilities, and benefits of students; mechanics of maintaining and modifying the agreement and arbitrating disputes and appropriate signatures and dates (Moore, 1972).

As far as the responsibilities of the educational institution are concerned, the Council on Medical Education of the American Medical Association strongly emphasizes that the educational institution, as the sponsoring institution, assume primary responsibility for curriculum planning and selection of course content, in consultation with affiliated institutions. The educational institution is responsible for coordinating classroom teaching and laboratory experience as well as activities in the clinical facilities (Allied Medical Education Directory, 1976).

In a policy statement the AMA Council on Medical Education recognizes the present and potential contribution of the community/junior college in allied health education. It is the position of the Council that formal clinical affiliations with adequate medical and health services is a basic requirement to assure the proper preparation for involvement in patient service. The Council encourages the establishment of allied medical education programs in community/junior colleges in which clinical affiliations are an integral part of the program (Allied Medical Education Directory, 1976).

The Southern Association of Colleges and Schools (SACS) (1977) adds further emphasis by indicating that the educational institution is responsible for the programs and courses it offers and should be sure that adequate library holdings, instructional materials and physical facilities are available. Particularly in allied health areas, appropriate meaningful clinical and other affiliations with outside agencies are essential. In all such cases, learning experiences for which credit is awarded must be under the full control and supervision of the educational institution.

Thus the procurement of appropriate clinical sites for practical educational experiences is necessarily the responsibility of the college.

Profughi (1974) says that:

> "Blending the academic and practical brings about a useful and valuable educational experience."

The internship or clinical experience is based upon a triangular relationship among students, universities and host agencies. Each is complimentary to the other and all must derive benefits from the relationship developed through the experience.

Appropriate relationships with an academic institution can provide for the clinical site a pool of talent and expertise in the college faculty that has been tapped only lightly by the non-academic world. Public sector agencies will find that accepting students in clinical situations will provide for productive relationships (Profughi, 1974).

Hogness (1976) advocates joint courses within health professions and clinical institutions to allow for more cojoint efforts. He continues by pointing out that joint arrangements between Schools of Health Sciences could provide a system of interdependent educational programs and services. This concept would certainly be applicable to educational institutions and clinical facilities. He further points out that joint arrangements provide a basic endowment or mission with feedback information to provide a balance between the programmed facilities and the operative translating messenger and the transfer units.

It seems as if the educational institutions have realized the need for affiliation agreements and each has developed a document to meet their specific needs. This has been done without much, if any, help or assistance from literature or educational, medico-legal resources.

In many cases institutions change slowly because groups are concerned that their professional status and/or economics may be threatened. Professional pride, jealously, fear of competition, and criticism of competence are other factors which also enter the picture. These problems in many cases have restricted cooperative arrangements that could have increased the effectiveness, efficiency, productivity and utilization of

the more highly educated segments of the health professions. The health care administrator must be aware of the growing body of administrative and operational knowledge and use such knowledge to shape the organization so that the professionals share in the legal, corporate and fiscal responsibility and those in the hierarchy share in the professional responsibility of decision making (Hepner, 1973).

In the area of allied health manpower development, group effort is essential. The National Accrediting Agency for Clinical Laboratory Sciences (1976), as well other accrediting agencies, indicate the significance of appropriate affiliation agreements which specify the responsibilities of each party. NAACLS also indicates that cooperative efforts of the academic and clinical institution are essential to assure quality education.

In the Evaluation Report of the Spartanburg County Technical Education Center (since then the name has been changed to Spartanburg Technical College) by The Southern Association of Colleges and Schools (1974) it was noted that the clinical facilities were above average in their reception of students and acceptance of students by the hospital staff was impressive.

> "A careful check evidenced the close relationships between clinical experiences at the hospital and classroom and laboratory teaching on the campus."

Since an appropriate arrangement between the academic institution and the clinical sites is so important to the effectiveness of the educational endeavors and do ultimately play a significant role in the educational policies of the allied health manpower development programs, this practicum was one which was appropriate to the Educational Policy Systems Module.

PROCEDURES

In this practicum the procedures as outlined in the proposal were followed. The steps as followed are indicated below along with applicable comments.

1. Determine from the Guidelines and Essentials of the AMA Approved Programs the items which should be covered by the agreement.

Both the divisic , dean and the program department heads reviewed the AMA guidelines and determined the elements which needed to be covered in the agreement.

2. Obtain copies of agreements from other institutions to compare content and terminology with the existing agreement of Spartanburg Technical College.

Numerous agreements were previewed such as those of the University of Pennsylvania School of Allied Medical Professions (1975), the University of South Carolina - Associate Degree - School of Nursing (1976), Greenville Technical College and Greenville Hospital Systems (1975), and Greenville Technical College and St. Francis Community Hospital (1976).

3. Contact the administrators of all of the affiliated clinical sites for input into the revision process.

The administrators/directors of seven of the eight affiliated hospitals were consulted about their feelings and recommendations toward the updated agreement. Seven of the eight agreements had been signed originally over a span of six years from 1968 to 1975. The eighth one was signed in February 1978 and did not need to be revised or updated since specific hospital needs were met with the first and only agreement as of that date.

4. Involve the administration of Spartanburg Technical College in the revision process.

The college administration, particularly the Vice President for Academic Affairs, was consulted about the revision process and, in turn, made some recommendations.

5. Consult with the department heads of the Allied Health Division to determine if they have specific needs which should be addressed in the agreement.

A meeting was held of the Allied Health Division department heads during which the agreement was discussed. The department heads were requested to submit their specific program needs to the divisional dean.

6. Develop a revised agreement based on the above items and present it to the appropriate institutional representatives for their approval and signatures.

After proceeding through the steps outlined above a revised, updated document was developed and signed by the appropriate representatives from the clinical sites and the college president. Copies of the signed documents were given to each hospital official.

7. Place the signed agreements in the appropriate departments of the college to be used as a policy statement and reference guide concerning the relationship between the educational institution and the affiliated clinical sites.

The original documents were submitted to the college president for "safe keeping" while copies were maintained in the Allied Health Division.

RESULTS

The original document, an affiliation agreement between Spartanburg Technical College and its first and largest clinical site, was developed,

reviewed by both institutions, including legal counsel, and signed in October of 1968. (See Appendix A.) That year marked the beginning of the Allied Health Division at Spartanburg Technical College. Since the first affiliation agreement, seven additional hospitals have become affiliated clinical sites. Each of the subsequent agreements were essentially the same as the original document.

After the procedural steps were completed a revised, up-dated document was developed. (See Appendix B.)

Several specific items were deleted from the original agreement. Since most hospitals have found it economically unfeasible to continue to pay a student stipend, the item dealing with that subject was deleted. However, those hospital officials who chose to continue to pay the student stipends are heartily encouraged to do so by the divisional dean. Since the largest clinical site had discontinued the stipend for students, it was no longer required to provide free Employee Health Services under Workmen's Compensation regulations. Therefore, the item dealing with health services was revised to show that emergency health services would be available to the student with the student being responsible for the costs incurred. Most of the hospitals agreed to provide, free of charge, preliminary laboratory screening services while the major clinical site agreed to do so at a negotiated, reduced fee. None of the affiliated hospitals continue to provide free laundry service to staff or students, consequently that item was deleted also.

Giving due consideration to "nondiscriminatory practices", the term "female" was removed from the item which referred to the usage of dormitory facilities.

Six of the seven hospital administrators concurred with the revised document, subsequently signed and returned the agreements to the college.

The one exception was a small hospital located approximately forty-five miles from the college. When the divisional dean contacted the administrator, it was suggested to the hospital official that he consider utilizing a sister Technical College located much nearer to the hospital than Spartanburg Technical College. After due consideration, the hospital official concurred with the dean's recommendation and chose not to participate in the revision, up-dating process. A copy of his letter to the divisional dean is attached in appendix C.

The size of the paper used for the agreement was reduced from 8½ x 14½ inch size paper to standard 8½ x 11 inch paper which was more manageable.

At the conclusion of the project, the affiliated clinical sites and the educational institution had available a current document which reflected the willingness on the part of both parties to cooperate to provide high calibre allied health manpower development programs.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Health care, education, and community service are among the basic shared concerns of the educational institution and its affiliated clinical sites. These shared goals which were identified in the 1960's have not changed (Moore, 1972).

The college or university must recognize that it cannot perform its educational functions alone. Any educational institution with allied health science students is not complete without clinical practicum sites. Facilities and clinical faculty are needed for this phase of the educational process.

The clinical site is dependent upon the academic institution both directly and indirectly. It depends on the academic institution to

produce the staff it employs and these staff members in many cases become the clinical faculty. More and more the two types of institutions are recognizing the strengths and benefits which they can bring to each other.

It was stated appropriately by Hepner (1969) that hospitals in the past had assumed responsibility for both the didactic and clinical aspects of training; however, hospitals are moving away from the didactic responsibilities for two reasons: (1) educational programs are costly and the expense had to be assumed by the private patient and (2) it is difficult to locate and attract qualified faculty.

As a result, hospitals for a number of years now have allowed or requested that educational institutions take over the academic teaching while they, the hospitals continue to provide the facilities for the clinical aspects of the training.

For years the relationship between the educational institution and clinical sites could have been considered "loose" as far as rules and regulations or written agreements were concerned. However, as legal questions are asked along with economic implications, written affiliation agreements are becoming increasingly more important. National accrediting agencies emphasize the importance of appropriate affiliation agreements which specify the responsibilities of each party.

When the Allied Health Division at Spartanburg Technical College was instituted in 1968, the divisional dean at that time recognized the importance of having an affiliation agreement in writing. A document was developed and became a part of the educational policy system of the college. As additional clinical sites were procured, affiliation agreements were signed by the appropriate college and hospital officials.

Over the years administration and policy changes had occurred at the

college and at the clinical sites consequently and up-dated, revised version of the original agreement was needed. The revised document was developed with input from the college administration and faculty along with input from the hospital administrators. The revised documents, signed by the appropriate official, then became a part of the college's educational policies and procedures.

In addition to the written agreements with hospitals, the Allied Health Division also has other written agreements in its Child Care Assistant Program and Dental Assistant Program. These "Memorandum of Understanding" agreements are with regional child care facilities and dental offices respectively. (See Appendix D.) These documents are signed by the appropriate parties as new sites are added.

In some internship arrangements the student signs the contract along with an official from the sponsoring academic institution and the clinical agency (Profughi, 1974). This procedure was not necessary as the situation presently exist in the Allied Health Division. Also, some agreements are renewed as often as once per year. This was not deemed necessary for Spartanburg Technical College and its clinical sites. However, it was recommended that the documents be reviewed at least once every three to five years and revised as necessary.

Since an appropriate arrangement between the academic institution and the practicum sites is so important to the effectiveness of the educational endeavors of the college and do indeed play a major role in the educational policies of the Allied Health Division constant monitoring of the affiliation arrangements was also recommended.

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REFERENCES

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APPENDICES

State of South Carolina APPENDIX A

COUNTY OF SPARTANBURG

SPARTANBURG GENERAL HOSPITAL

AND A G R E E M E N T

SPARTANBURG COUNTY COMMISSION FOR TECHNICAL EDUCATION

Whereas, the Commission for Technical Education of the Spartanburg County Technical Education Center (hereinafter called Spartanburg County TEC) has agreed to operate a program for the training of paramedical personnel; and

Whereas, in order to facilitate such a program the use, assistance and cooperation of a hospital is necessary - and the Spartanburg General Hospital has agreed to act in such a capacity;

Now, therefore, in consideration of the mutual obligations and benefits stated hereinafter below according to each of the parties hereto, the Spartanburg County TEC and the Spartanburg General Hospital do hereby enter into this agreement upon the following terms, covenants, and conditions;

1. The Spartanburg County TEC shall annually arrange for attendance of one or more classes of paramedical personnel in the various programs in which the Spartanburg County TEC and the Spartanburg General Hospital agree to cooperate.
2. Classes shall be scheduled at the Spartanburg County TEC and at the Spartanburg General Hospital in accordance with the recommendations of the national and/or regional and/or local advisory committees for the various paramedical programs in which the two parties agree to cooperate.

3. The total number of students to be assigned to the Spartanburg General Hospital shall be no greater than the student-teacher ratio as recommended by the recognized professional authorities for the various paramedical programs in which the two parties agree to cooperate.
4. The Spartanburg General Hospital shall provide each student with the opportunity for practice and experience as required by the established curriculum.
5. The Spartanburg General Hospital reserves the privilege of referring to the Spartanburg County TEC any student found to be lacking in ability to develop qualities essential for the paramedical health program in which he is enrolled, or for failure or unwillingness to conform to the regulations of the Hospital.
6. The Spartanburg General Hospital has the right to recommend withdrawal of any student for reasons of unsatisfactory performance, violation of policies, and/or other misconduct. Any recommendation shall be presented in writing to the Director of Instruction of Spartanburg County TEC.
7. The Spartanburg General Hospital will:
   a. Make available to each student opportunities for experience in those clinical areas of the Hospital that are required for the curriculum in which the student is enrolled.
   b. Provide at all times that all medical procedures will be under the direction of a trained physician, when required. In addition, provide, when necessary,

for trained paramedical supervision to assist in the supervision of students whenever they are assigned to clinical areas of the Hospital.

c. Provide for student use a reference library, particularly related to the course of study in which the student is enrolled.

d. Provide for student use a general reference library in the Hospital.

e. Provide whatever supplies and equipment are necessary for the proper performance of the clinical training of the student.

f. Provide for the students an out-patient health service. The service will be available in the emergency room and/or employee health office. A student must have the permission of the health nursing supervisor or the hospital program coordinator to obtain this service.

g. Permit students to eat in Hospital cafeteria.

h. Provide remuneration to the student in the form of a stipend, during that period of time that the student is engaged in clinical training in the Hospital.

i. Provide laundry of uniforms for students.

j. Authorize female students to live in Hospital dormitories during their training period, at the normal dormitory rental fee.

8. The Spartanburg County TEC will:

a. Employ qualified faculty members for the various paramedical programs.

b. Plan the total curriculum in accordance with the requirements established by the national and/or regional and/or local advisory boards of the various

paramedical programs in which the two parties agree to cooperate. This plan will include classroom instruction, laboratory procedures instruction, and assignment of student hours in areas of clinical experience. The faculty will have the primary responsibility for the appropriate supervision of students in the clinical area to carry out the purposes and functions of the school.

c. Recruit and select students for the curriculum and admit students at least once a year.

d. Collect registration fees, instructional fees and fees necessary to defray expenses for supplies.

e. Provide required textbooks to be purchased by the students.

f. Provide a graduation certificate.

g. Plan a calendar class schedule and rotation schedule for the required period of training.

h. Provide postage for all correspondence relative to the program for which the student is enrolled.

i. Provide secretarial service necessarry for the efficient operation of the various paramedical programs.

9. Spartanburg General Hospital and Spartanburg County TEC shall establish an advisory committee for each paramedical health program established between the Spartanburg County TEC and the Spartanburg General hospital. Each committee will be composed of one member of the program

faculty from the Spartanburg County TEC, the Director of Instruction at Spartanburg County TEC, the Program Director, a representative from the Hospital Administration, and a representative from the Hospital department in which the student will receive clinical instruction. Committee responsibilities will include evaluating training requirements and methods, recommending training aids, providing resource information, and providing continuity of effort between Spartanburg County TEC and Spartanburg General Hospital.

10. Changes in this agreement may be made when both parties agree in writing.

IN WITNESS WHEREOF, the parties to this agreement have hereunto set their hands the 17th day of October, nineteen hundred and sixty eight.

Director
Spartanburg General Hospital

Director
Spartanburg County TEC

APPENDIX B

A G R E E M E N T

SPARTANBURG COUNTY COMMISSION FOR TECHNICAL EDUCATION

And

SPARTANBURG GENERAL HOSPITAL

Whereas, the Commission for Technical Education of the Spartanburg Technical College has agreed to operate a program for the training of Allied Health personnel; and

Whereas, in order to facilitate such a program the use, assistance and cooperation of a hospital is necessary - and the Spartanburg General Hospital has agreed to act in such a capacity;

Now, therefore, in consideration of the mutual obligations and benefits stated hereinafter below according to each of the parties hereto, Spartanburg Technical College and the Spartanburg General Hospital do hereby enter into this agreement upon the following terms, covenants, and conditions;

1. Spartanburg Technical College shall annually arrange for the attendance of one or more classes of Allied Health personnel in the various programs in which Spartanburg Technical College and the Hospital agree to cooperate.
2. Classes and clinical experience shall be scheduled at Spartanburg Technical College and at the Hospital in accordance with the recommendations of the national and/or regional and/or local advisory committees for the various Allied Health programs in which the two parties agree to cooperate.

3. The total number of students to be assigned to the Hospital shall be no greater than the student-teacher ratio as recommended by the recognized professional authorities for the Allied Health programs in which the two parties agree to cooperate.
4. The Hospital shall provide each student with the opportunity for practice and experience as required by the established curriculum.
5. The Hospital reserves the privilege of referring to Spartanburg Technical College any student found to be lacking in ability to develop qualities essential for the Allied Health program in which he is enrolled, or for failure or unwillingness to conform to the regulations of the Hospital.
6. The Hospital has the right to recommend withdrawal of any student for reasons of unsatisfactory performance, violation of policies, an/or other misconduct. Any recommendation shall be presented in writing to the Dean of Allied Health Division of Spartanburg Technical College.
7. The Spartanburg Technical College will:

a. Employ qualified faculty members for the Allied Health programs.

b. Plan the total curriculum in accordance with the requirements established by the National and/or regional and /or local advisory boards of the Allied Health programs in which the two parties agree to cooperate. This plan will inclued classroom instruction and assignment of student hours in areas of clinical experience. The faculty will have the primary responsibility for the appropriate supervision of students in the clinical area to carry out the purposes and functions of the schools.

c. Recruit and select students for the curriculum.

d. Collect registration fees, instructional fees, and other fees as set by the college.

e. Provide required textbooks to be purchased by the students.

f. Provide a graduation certificate.

g. Plan a calendar, class schedule and rotation schedule for the required period of training.

8. The Spartanburg General Hospital will:

a. Make available to each student opportunities for experience in those clinical areas of the Hospital that are required for the curriculum in which the student is enrolled.

b. Provide at all times that all medical procedures will be under the direction of a trained physician, when required. In addition, provide, when necessary, for trained paramedical supervisors to assist in the supervision of students whenever they are assigned to clinical areas of the Hospital.

c. Provide for student use a general reference library in the Hospital.

d. Provide whatever supplies and equipment are necessary for the proper performance of the clinical training of the student.

e. Provide for the students an emergency health service, as needed, with costs of such services being the responsibility of the students. Also, provide at a negotiated reduced rate preliminary lab screening tests and chest x-ray as needed.

f. Permit students to eat in Hospital cafeteria at regular personnel rates.

g. Authorize students to live in Hospital dormitories, if available, during their training period at the normal dormitory rental fee..

9. Changes in this agreement may be made when both parties agree in writing.

IN WITNESS WHEREOF, The parties to this agreement have hereunto set eheir hands the 27th day of March, nineteen hundred and Seventy-nine.

DIRECTOR
SPARTANBURG GENERAL HOSPITAL

PRESIDENT
SPARTANBURG TECHNICAL COLLEGE

APPENDIX C

BAILEY MEMORIAL HOSPITAL
Clinton Hospital District Clinton,
South Carolina 29325 Phone: (803)
833-2550

Robert R. Stanley
Director

March 1, 1979

Ms. Koren Atkins
Spartanburg Technical College
Spartanburg, South Carolina

Dear Ms. Atkins:

As follow-up our telephone conversation and your note of February 16, Mrs. Frances Arscott, Director of Nursing, and myself have reviewed the contract which you sent.

It is our feeling that our educational needs at this time are being satisfied through our arrangement with Piedmont Tec and therefore it is unnecessary for us to enter into a second agreement with Spartanburg Tec. Although the intent of the contract may be to establish a relationship rather than any formal responsibilities, I would prefer not to enter in a contractual agreement which we feel may never be used. However, I would like to keep the contract in our files to review periodically; should our educational needs change and we see the possibility of establishing a true working relationship, we would like to be back in touch with you.

I hope that our approaching your kind offer of help in this manner is understandable and that this does not pose any particular problem to you.

Sincerely,

Ben Hinson
Interim Director

BH:nbm

cc: Mrs. Frances Arscott, R.N.
Director of Nursing

APPENDIX D

MEMORANDUM OF UNDERSTANDING

BETWEEN

SPARTANBURG TECHNICAL COLLEGE

AND

_____

This Memorandum of Understanding made this_____ day of_____19____,is entered into between the College and the Child Care Facility to insure cooperative efforts and to enhance communication, thus increasing the effectiveness of the Child Care Assistant Program by providing practicum sites and, in turn, assisting in meeting the employment needs of the child care facilities by providing proficient, employable graduates.

Attached is a listing of the supervisory roles of the College Staff; the Child Care Facility directors, administrative staff, teachers and assistants along with a listing of the responsibilities of the student.

_____ _____

Dean-Allied Health Division Director-Child Care Facility

SPARTANBURG TECHNICAL COLLEGE

PRACTICUM RESPONSIBILITIES AND ROLES IN SUPERVISION - CHILD CARE PROGRAM

TEC Staff:

1. Contact center directors to place students for practicum.
2. Provide structure for evaluation and planning by students.
3. Supervise practicum on rotating basis.

Child Care Facility Directors & Administrative Staff:

1. Arrange for student placement in center classroom.
2. Orient students to general center philosophical and educational goals and explain general expectations and regulations.
3 Engage in general supervision and communicate to TEC at any time on any matter: general feedback as well as specific.

Child Care Facility Teachers and Assistants:

1. Orient students to specific classroom procedures and expectations; educational programs and planning procedures.
2. Provide opportunities for students to take active part in educational and supervision of children. Students should be another part of hands to expand your program. This can be done by making specific request in advance so students can prepare activities or student may ask permission in advance to have a particular type of experience (art, story, science, etc.) which you can guide into your plans.
3. Provide specific supervision and evaluation using checklist and conference with TEC staff. This is done while remembering that teaching is a learning process and that strengths and needs can be pointed out specifically so that students will have guidance for improvement.

TEC Students;

1. Be prompt and regular in attendance at practicum. Any problems or absences should be reported both to TEC office and center as early as possible. The centers make arrangements for students and TEC cannot support independent changes in the arrangement.
2. Support center policies, expectation, and regulations by their conduct.
3. Work with teachers and assistants to plan activities in advance.
4. Keep practicum planning notebook for each week with this general organization;

   I. Name of activity and goal of activity
   II. Preparation - Materials, Groundrules, Clean-up.
   III. Instructional procedure - what you say and do, how do you simplify or complicate your activity.
   IV. Evaluation - To children, How you did, What supervision writes or says.
   V. Arrangements for next week.

5. Accept supervision and evaluation as a part of improving teaching skills. Work toward self-recognition of strengths and needs using checklist, anecdotal records. and conferences.

6. Be flexible in attitude and recognize that teachers may need to change prior plans for numerous reasons. Be available and aware of opportunities to accept instant responsibilities in support of teachers. Develop a set of contingency plans - stories, games, finger plays, songs, etc.

7. Communicate with TEC staff to discuss situations, ask questions, and make requests recognizing things may take time.

APPENDIX D

MEMORANDUM OF UNDERSTANDING

BETWEEN

SPARTANBURG TECHNICAL COLLEGE

AND

DR._____

This Memorandum of Understanding made this_____day of_____19____,is entered into between the College and Dentist to insure cooperative efforts and to enhance communication, thus increasing the effectiveness of the Dental Assistant Program by providing practicum sites and in turn, assisting in meeting the employment needs of the dental office by providing proficient, qualified graduates.

Attached is a listing of the supervisory roles of the College staff, Dentists, and Auxiliaries, along with a listing of the responsibilities of the students.

_____ _____

Dean Allied Health Division Dentist

SPARTANBURG TECHNICAL COLLEGE

PRACTICUM RESPONSIBILITIES AND ROLES IN SUPERVISION
DENTAL ASSISTANT PROGRAM

TEC Staff:

1. Contact Dentists to place students for practicum.
2. Provide procedures for evaluation of students.
3. Observe student's performance at intervals on the average of once every five days, at the convenience of the Department Head.
4. Discuss student's performance with dentist and staff.

Dentists:

1. Allow the student to observe his specific procedures during their first half day in your office.
2. Five the student experience in assisting with routine cavity preparation, restorative, and oral surgery procedure.
3. Allow the student to assist with all procedures as scheduled in his office.
4. Provide encouragement and instruction to the student under his supervision.
5. Evaluate the student's performance on the form supplied by the College. Discuss student's program with the Department Head on her visits to his office.

Auxiliary:

1. Orient the student to their office routine and procedures including instruments, supplies, materials, etc.
2. Demonstrate assisting techniques.
3. Advise and encourage students during the assisting procedures.

TEC Students Must:

1. Be prompt and regular in attendance. Any problems or absences should be reported both to the TEC Dental Assistance Instructor and Dental office as early as possible. TEC cannot support independent changes in the assigned schedules.
2. Suport office policy by their professional conduct.
3. Work in the dental office for the length of time assigned by the instructor.
4. Accept supervision and evaluation as a part of their education.
5. Become familiar with supplies and instruments used by the doctor in whose office she is assigned. She must assist in the various procedures, from the seating of the patient to patient dismissal.
6. Remove instruments from the bracket table after each patient, scrub, sterilize, and store them in the proper places.
7. Expose, process, and mount radiographs when needed by the doctor.
8. Prepare the operatory or trays for various patients and procedures.
9. Make entries on the patient charts, file them correctly and pull charts for the next day.
10. Write receipts and appointment cards.
11. Familiarize herself with the recall system and billing system used in each office.
12. Prepare and mix materials as dictated by the dentist.
13. Assist in housekeeping duties routinely as each office dictates.
14. Observe procedures performed by the regular office auxiliary to increase her knowledge and obtain hints to improve her proficiency.
15. Make up any excused absences.

In the event either party wishes to terminate this agreement, notification will be given in writing within two weeks.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 3 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES